Fall 2002

DivisioNews (Fall 2002, Issue 10)

American Society of Criminology Division on Women and Crime.

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Greetings All! The fall semester is well underway and if you are anything like me, you have officially entered the "Oh No, ASC Is Less Than A Month Away" mode! It is a sad state, as it generally entails a lot of last minute preparations and more that a few late nights. But, I also find myself looking forward to Chicago and the opportunity to see and reconnect with DWC friends and colleagues. DWC members are an amazing group! The scholarship and support within the division is evident each time we begin to pull together materials for the DivisioNews. People reach out from all over to become involved by adding to member news, taking the time to write a book review, answering questions for our columns, and volunteering to help others in the division. Many thanks to you all!

We have a few new items this issue that I would like to bring to your attention. Please help Susan Caringella-MacDonald and Donna Hale by filling out a brief survey about networking. They are preparing materials for a workshop on networking to be presented at the ASC conference and would like to get DWC member input about their experiences and thoughts. To participate, simply click on the following link: Networking Survey.

Another new edition to the DivisioNews is the Looking at Retirement column. We wondered how people facing retirement in the next few years plan to use their knowledge and skills in retirement. Many thanks to the editor for this new column, Susan Sharp, for developing this valuable contribution to the newsletter. We would like to thank the first contributors to the column as well!

To ease in your scheduling of events at the ASC annual meetings, we have provided a link (DWC ASC Times/Places) with a list of the DWC related activities. Note, the pre-meeting DWC Feminist Criminology in Theory and Action Workshop being held on Tuesday November 12th from 4:00-6:00 p.m. in LaSalle2. We hope you will be able to gather here to informally discuss ways to connect our academic work to social change in the classroom and the community.

Our mainstay columns, Ask a Tenured Professor and the Graduate Student Corner, continue to offer valuable insight and support. Many thanks to the contributors to those columns. Thank you to Dr. Gina Robertiello for her review of M.R. Haberfeld's, Critical Issues in Police Training.

Take a little time to get to know some of the faces among the members of the Division through the Member Profiles column. This month, we profile Mary Bosworth, Libby Deschenes, and Hoan Bui. If you would like to contribute to an upcoming edition of this column or know of someone you would like to see profiled, please contact Angie Moe at angie.moe@wmich.edu.

This issue's Member News is filled with lots of updates. Thanks to the many who contributed to this section! Of special note are upcoming conferences such as The Society for the Study of Social Problems 53rd Annual Meeting in August 15-17, 2003; as well as the Western Society of Criminology...
30th Annual Meeting in February 20-23, 2003. For more information about these events and other updates, click on the Member News link above.

My sincere thanks to all column contributors for this issue of the DivisioNews. Continued thanks and appreciation go to my associate editors Amanda Burgess-Proctor, Amy D'Unger, Angie Moe, Susan Sharp, and Alisa Smith! Please feel free to contact us with any questions, thoughts, or suggestions at: http://www.criminology.fsu.edu/dwc/comments.html.

I hope that you are enjoying the beautiful days of fall and I hope to see you in Chicago soon!

Kristin Winokur
kwinokur@garnet.acns.fsu.edu
News and Announcements

Hi Fellow DWCers,

Welcome to the Fall 2002 edition of the DWC DivisoNews, where you can catch up on what friends and colleagues have been doing over the past few months. There have been promotions, publications from new and up-and-coming scholars, job changes, and some great research projects being initiated! I hope to see you out and about at the upcoming ASC meetings in Chicago. Make sure to attend our breakfast business meetings on Thursday and Friday and our wonderful social with the DPCC on Wednesday evening.

Cheers,
Amy D'Unger
DivisoNews Associate Editor for Member News
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HELP WANTED!!!! GIVE SOMETHING BACK TO THE DWC

The DWC Outreach Committee needs YOU! We are seeking friendly, outgoing volunteers to man and (wo) man the Outreach Table. All shifts are still available, but apply soon!

I hope some of you are willing and able to donate your time to talk to prospective new members. We will have two-hour shifts (9:30-11:30 a.m. and 2:00-4:00 p.m.) on Wednesday, Thursday and Friday during the ASC conference in Chicago next month.

If you have a little time to spare, please contact Susan Sharp, ssharp@ou.edu. Tell me when you are available, and I will happily put you on the schedule!

Remember, together we are the DWC!

CONFERENCES AND CALL FOR PAPERS:

Congratulations to Nancy Jurik, who is the new President of the Society for the Study of Social Problems (SSSP) for 2002-2003 and to Mona Danner and Nancy Wonders, who are Program Co-chairs for the SSSP's 2003 annual meeting, which will be held in Atlanta. The program theme, "Justice and the Sociological Imagination: Theory, Research, Teaching, Practice & Action" should be of interest to many criminologists, but particularly to members of the DWC. The call for papers follows:

The Society for the Study of Social Problems invites proposals for its 53rd Annual Meeting, to be held

Complete papers, abstracts, or 2-3 page outlines should be sent to the Program Co-Chairs: Mona Danner, Old Dominion University, BAL 900, Norfolk VA 23529-0076; W: 757-683-4338; F: 757-683-5746; SSSP2003@odu.edu and Nancy Wonders, Criminal Justice, PO Box 15005, Northern Arizona University, Flagstaff, AZ 86011-5005; W: 928-523-6336; F: 928-523-8011; sssp-p@jan.ucc.nau.edu.

Sue Cote wanted to inform everyone of the 30th Annual Conference of the Western Society of Criminology which will be held in Vancouver, BC on February 20-23, 2003. For further information about the conference, including a call for papers, please see:

www.sonoma.edu/cja/wsc/wscmain.html
www.sonoma.edu/cja/wsc/callfpap2003.htm

In addition, those interested in presenting a paper at the WSC Conference on Family or Domestic Violence, please contact: Sue Cote, Assistant Professor, Division of Criminal Justice, California State University, Sacramento, Ph.: (916) 278-6437, Fax: (916) 278-7692, email: scote@csus.edu.

The Division of International Criminology (DIC) welcomes DWC members to its Business Meeting and Luncheon on Thursday, November 14th at the American Society of Criminology Annual Meeting. DIC officers Rosemary Barberet, Nancy Grosselfinger and Bonnie Fisher - all DWC supporters - are keen to link women's interests to the DIC agenda. At our business meeting we will be discussing such things as our contribution to ASC's international policymaking since the ASC has been approved special consultative status as an NGO by the Economic and Social Council of the United Nations. The DIC is spearheading this new role for the ASC. Jay Albanese, the new director of the NIJ International Center, will also be attending the business meeting and discussing his plans. The luncheon - a typical Chicago food sampler - will feature not only the announcement of DIC awards but also the promotion of the four conferences with international themes slated for the Spring and Summer of 2003 - ACJS in Boston, British Society of Criminology in Bangor, European Society of Criminology in Helsinki and International Society for Criminology in Rio de Janeiro. This is the year to go international! Please come, we welcome all of you.

PUBLICATIONS:

Charis E. Kubrin has a forthcoming publication in the Journal of Research on Crime and Delinquency entitled "Structural Covariates of Homicide Rates: Does Type of Homicide Matter."

Gendered Justice: Addressing Female Offenders by Barbara Bloom (Editor) is now in press and should be available from Carolina Academic Press in early 2003.

Natalie Sokoloff and Barbara Raffel Price are pleased to announce that the 3rd edition of the Criminal Justice System and Women will be published July 2003 by McGraw-Hill. Many DWC members have chapters in the book. Among them are Jeanne Flavin, Jody Miller, Joanne Belknap (2 chs.), Karlene Faith, Meda Chesney-Lind, Angela Browne, Lois Presser, Emily Gaarder, Susan Martin, Nanci Kosar Wilson, Imogene Moyer and Nancy Jurik. The new edition will contain material on intersectionalities, lesbians and globalization.

PROMOTIONS AND OTHER BIG CHANGES!

Betsy Stanko has changed jobs and unfortunately will not be attending the ASC annual meetings for the foreseeable future. She is now working at the Office of Public Services Reform, Cabinet Office, 53 Parliament Street, London SW1A 2NG, as the Director of the ESRC Violence Research Programme, for
those who wish to stay in touch. Her new e-mail is: betsy.stanko@cabinet-office.x.gsi.gov.uk.

Congratulations to Jody Miller, who has received promotion/tenure effective fall 2002. Way to go!

Please join us in extending our congratulations to Roz Muraskin as she was named "Woman of the Year" by the organization Women of Substance for Outstanding Academician. The organization deals with issues of domestic violence including helping women find shelter, clothing, employment, etc. With more than 800 people in the audience for the awards, all honorees were recognized and should be complemented.

RESEARCH IN PROGRESS:

Joanna Phoenix has started a new project that surveys provision, policies and protocols for dealing with juveniles involved in prostitution in England, Scotland, Northern Ireland and Wales. It is funded by the Economic and Social Research Council and is expected to run for the next academic year. One of the objectives on the project is to compile a national database that will enable researchers, academics, policy makers and practitioners in this area to search for anything such as a contact in a particular location in Britain, the results of recent research, types of projects running, statutory protocols and so on. If you would like further information, you can contact Joanna at:

Dr. Joanna Phoenix  
Department of Social and Policy Sciences  
University of Bath  
BATH  
BA2 7AY  
tel: 01225-383219

CALL FOR AUTHORS ~ FINAL ENTRIES STILL SOUGHT FOR ENCYCLOPEDIA OF U.S. PRISONS

We're entering the final stages of assembling the "Encyclopedia of US Prisons and Correctional Facilities." (Sage) Though we are very grateful to the many people who have already submitted entries, we would appreciate your help as we try to identify authors for the few dozen remaining topics. Basic information about the project is available on the encyclopedia website at http://www.referenceworld.com/sage/prisons/. A list of some of the remaining topics for which authors were needed in mid-October is included below. To view the current list of topics for which entries are sought, click on Access TOBIN (under Project Management Tool) and type in "guest" as both the user name and the password.

Criminal justice professionals, academics, and graduate students are all encouraged to sign up to write entries. Persons contributing fewer than 5000 words will receive a copy of the two-volume encyclopedia. Those who contribute a total of 5000+ words will receive $100 in book credits from Sage, in addition to a copy of the encyclopedia. If you are interested in contributing, please contact Mary Bosworth, Editor, at your earliest convenience (bosworthencyclo@yahoo.com) and indicate the entr(ies) you wish to author.

Editor: Mary Bosworth (Wesleyan)  
Editorial Board: Stephanie Bush-Baskette (Nat. Council on Crime & Delinquency); Jeanne Flavin (Fordham); Esther Heffernan (Edgewood College); and Jim Thomas (Northern Illinois University)

Here are the remaining topics:

1. Alcohol Treatment Programs  
2. Anthony Platt  
3. Apprenticeships  
4. Asian-American Prisoners  
5. Bisexual Prisoners  
34. Kathleen Hawk-Sawyer  
35. Lawyer Vistis  
36. Legitimacy  
37. Lexington Control Unit  
38. Lock Up
6. Black Muslims 39. Long-Term Prisoners
7. Community Visits 40. Mary Weed
8. Community Volunteers 41. Massachusetts Reformatory
9. Confinement Centers 42. Medical Technology
10. Contraband 43. Metropolitan Detention Centers
11. Contract Facilities 44. Music Programs
13. Corcoran Penitentiary 46. Optometry
14. Court Delivery Services 47. Patuxent Institution
15. CRC 48. Physicians' Assistants
16. Crips 49. Pre-Release Programs
17. Discipline System 50. Pre-Trial Detainees
18. Doctors 51. Prison Chaplain
19. Donald Clemmer 52. Prison Industry Enhancement (PIE) Act
20. Dental Care 53. Prison Monitoring Agencies
21. Foreign Nationals 54. Puerto Rican Nationalists
22. Framingham 55. Reasonable Medical Accommodations
23. Gerry Gault 56. Relocation Centers
24. High-Rise Prisons 57. Rosa Giallombardo
25. Hispanic Prisoners 58. Sanford Bates
27. Hooch 60. Strip Searches
29. Inmate Volunteers 62. Transvestite Prisoners
30. Islam in Prison 63. Trustees
31. James v. Bennett 64. Volunteers
32. John Irwin 65. Walla Walla Washington State Penitentiary
33. Justice Works 66. Work-Release Programs
34. Kermit Gosnell 67. Young Lords

http://www.criminology.fsu.edu/dwc/newsletter/fa02/news_fa02.html

12/20/2006
When evaluating Maki Haberfeld's book on police training, I expected an ordinary text on successful and unsuccessful modules of the past and present. I was instead, pleasantly surprised by the light and easy style of the text. There were the typical "models and modules," but mixed in were interesting stories and real examples. The author also conducted an in-depth analysis of many programs, making informed suggestions for the success of future programs. The book is a quick read for sophomore and junior undergraduates in a general Police course or an upper level Police Management course.

The book is broken down into 15 chapters, beginning with the obligatory Historical Overview of what people want and what can be done to prepare law enforcement personnel for their everyday tasks. In addition, Haberfeld discuss the characteristics that August Vollmer claimed the public expected of police officers. Her most important theme is the concept of proactive training. Chapter two continues to examine the history of policing, offering important definitions in plain language. In chapter three, Haberfeld offers a conceptual framework from materials gathered from police departments around the country. Each offers helpful tips or information on approaches used successfully and why. The advantages and disadvantages of training versus education are covered in depth as well as models merging the two concepts.

In chapter four, Academy Training types, requirements, shortfalls and ideal models are discussed. Chapter five focuses on Field Training Officer programs and the key to their success. This chapter serves as a follow-up from the preceding chapter, which focused on differences in academy training. Here, the focus is on merging theory with practice. A smooth transition is made to chapter six to those responsible for Training and Education of law enforcement personnel. The problems associated with identifying qualified instructors and ideas for improving the teaching ability of instructors are analyzed.

Chapter seven considers alternative approaches to Stress Management Training. Haberfeld introduces an addition to Maslow's (1970) Theory of Need, incorporating her own term (communication needs), into the mix. She concludes that training solutions are often misguided and suggests that definitions be expanded. In chapter eight, law enforcement Leadership Training is studied. The author concludes that training in leadership skills starts too late and focuses on traditional reactive skills rather than proactive training. She reviews a list of ideal traits law enforcement leaders should have and the problems in meeting these qualifications. Examples of course content and models for new attitudes on leadership are suggested.
The focus of chapter nine is on expectations associated with *Community Policing*, its origins, as well as a new model to improve COP training. Chapter ten inspects issues and problems surrounding *Cultural Diversity Training* and lists some interesting topics that should be covered, but often are not. A broad range of new objectives are tested and instructional models are suggested. Chapter eleven researches the goal of Specialization in policing and its problems. Haberfeld finds that although specialization indicates status, it often causes friction between units and hampers the development of a well-rounded police program. However, she still concludes that specialized training is necessary.

Chapter twelve highlights problems inherent in *Supervisory Training* and introduces programs that should be modeled. In this chapter, as in all of the others, Haberfeld discusses the "pros and cons" of an idea, brings in an example or creates a module. From this chapter in particular, she demonstrates that management training is important for effective management. However, she claims that there is no centralized control over advanced police training, and most programs lack consistency. In chapter thirteen, Haberfeld makes an interesting comparison between the behavior of police officers and medical doctors, testing the term "liability." Different types of police officer liability are then discussed and case examples are presented. She suggests standards to minimize negligent training claims and confirms that proactive training models are necessary to decrease that potential liability.

Chapter fourteen offers a *Comparative* perspective, by evaluating police training in other countries. The chapter demonstrates that the duration of training is much longer than that offered in the U.S., and, expectations from graduates upon completion of training, is much higher. In chapter fifteen, the *Future* is examined. There is a focus on consistency. Haberfeld convincingly concludes that basic professional standards are necessary and offers an interesting discussion of environmental factors that may affect police officer work performance.

Overall, I highly recommend Dr. Haberfeld's book for students and practitioners alike. The language is clear and examples are used to verify findings and/or support suggestions. Haberfeld did extensive research on programs throughout the country to create a well-balanced presentation of her findings.

Ask a Tenured Professor

Thanks to Mona Danner, Joanne Belknap, Eleanor Miller, and Susan Marcus-Mendoza:

QUESTION #1

When you leave grad school and take that first "job"....how do you choose which committees are the best for you to get involved with?

ANSWER #1

Committee work is important for several reasons. It acquaints you with the department/college/university, allows you to get to know people and others to get to know you, demonstrates your good citizenship and capabilities, and allows you to further improve various skills. However, few places award tenure for service and too much service can impede your career and bring resentment. When someone asks you or appoints you to serve on a committee, ask some questions. What's the committee's purpose? How often does it meet? What is the workload? Ask the person who's inviting you on the committee and ask others. During your first year or two, you should only serve on 1-2 committees each year and you should not chair any committee. Beginning your third year, consider chairing one committee each year and serving on 1-3 other committees. The number of committees depends on the local norms, your teaching and research workload, and the workload of the various committees. If you feel you're being overburdened, speak with your departmental chair.

You asked about which committees are best for you. You have responsibilities first to your department, then to your college, and then the university. You also have responsibilities to your profession, but these cannot be substituted for those on campus. Identify your own interests and goals and pursue those committee assignments, but always with an eye on realistic time commitments (your own and the committee's). No single committee is the "best" everywhere; this is locale- and individual-specific. However, committees that allow you to review others' vitae, whether promotion and tenure (in places where untenured people can serve on those committees) or recruitment, are most helpful to your career because they allow you to see what others have done, are doing, and where that's gotten them.

I remember reading the following in a Division newsletter many years ago and it has served me well (when I remember it!): "When someone asks you to do something, first check your goals, not your calendar."
Thus, you need to know your own goals, desires, and needs, both professionally and personally, in order to realistically allocate your time. You also need to not be afraid to say "no" when it's very reasonable to do so. During the beginning of my second year, the university provost sent a letter appointing me to a committee that I suspected would be very divisive, time consuming, and unproductive; others confirmed those suspicions. I called the committee chair and introduced myself emphasizing that I was very new and on the tenure track with new course responsibilities and significant research commitments and ending with my feelings that the committee would not be well served by my presence. The chair agreed and that was it; no letter or call to the provost was made and I doubt the provost was ever aware that I declined to serve. Saying "no" can be its own reward.

ANSWER #2

That's a very important question. First, I would refer to the tenure criteria to see what the service requirements are for your department. Many departments discourage tenure-track faculty from doing service. Next, I would talk to your department chair about which type of service would be most helpful for you to get involved in as an assistant professor. Your chair might suggest professional service, such as reviewing journal articles or serving on committees in professional organizations to help you build a professional network in your field. They might also suggest certain committees at your university that would help you form a network there. After tenure, when hopefully you have a little more freedom about how to spend your time, you can get more heavily involved in committee work. I would stay away from very time-consuming committees like human subjects review boards or curriculum review unless your department puts a strong emphasis on service at tenure time. Finally, if possible, pick committees that you would enjoy being involved with so that whatever time you do spend working on a committee will not be pure drudgery.

QUESTION #2

I am in my first year of a tenure track position and have had some odd exchanges with one of the eldest members of my new department. The first week of school he came into my office and basically told me that he was not in favor of my coming to the university. He said while he thought I was a nice person, he didn't think I answered his questions appropriately during the interview (6 months ago!) and insinuated that he didn't think I knew much about the scholarship in my area of specialization. He said he just wanted me to know this. He has since made some off-the-wall comments to me - one was that he didn't want to compliment me on an outfit in fear of committing sexual harassment. I've talked to a senior, feminist woman in the department and she has assured me that this guy may say things that seem strange but that he in no way is trying to make me feel uncomfortable. Others I've spoken to outside the university disagree. Any suggestions on how to handle this situation?

ANSWER #1

Here's the experience upon which I base by advice: currently Assoc Dean for the Social Sciences and Special Counsel to the Dean, former Assoc. Chancellor for Affirmative Action, Prof of Sociology 25+ yrs:

First, I would trust the insight of the feminist colleague who knows the guy. He seems either threatened, socially uncomfortable, angry – or perhaps all three. However, I would carefully document (and date) in writing all such inappropriate comments and begin to create a papertrail. At some point in the future, you may want to argue that this fellow should recuse himself from decisions about your future and you will need this sort of evidence to support your argument; also make notes of your discussion with your feminist colleague. You could also express your concerns to your chair in confidence, but make it clear that you are not asking for any action at this point - and again make notes of this meeting as well. Day to day, I would treat this person civilly and respectfully and simply work to create a record that will make him look silly should he try to discredit you or your work at a later date.
ANSWER #2

Dear Harassed:

It is enraging and sad to find such sexual and gender harassment (not to mention: bad behavior!) alive and well in 2002. We had a discussion about similar behavior at one of the DWC sessions in Atlanta last year, and most people believed it is very important to get this behavior documented and reported.

I wonder what your relationship with your chair is like? Unless you believe your chair would not be supportive, I would suggest starting by making an appointment with him/her and explaining this behavior and your concerns about (1) if this person is biased against you already (what are the long term ramifications?), and (2) this person creating a hostile working environment. If your chair is not trustworthy, I would contact the ombuds office or a women faculty organization for advice.

I would also be sure to keep written documentation that you keep dated, in case this would “blow up” down the line, no one could say that you’re just saying this now. There a number of ways to do this. One is to keep it typed up and get a notary public to stamp and sign it every so often. This is usually a free service in your bank, the student book store, etc. and they don't read it, they just do their little stamp. Another way is to type it and then mail it to yourself and don't open the envelope until the grievance, etc.

This sounds to me like someone who is going to continue to give you a hard time, so I fear that ignoring it will keep it the same or make it worse. Not to mention, you shouldn't have to put up with this!

Incidentally, concerning the sexual harassment, I had a somewhat similar experience with a faculty member who kept whistling at me whenever I wore a skirt or dress my first semester at my first professor job. I kept asking him to stop and once when I got really upset, I told him to ask his wife to explain why it was wrong. While that wouldn't work for everyone, it certainly put the fear of god(dess) in him.

I hope this is helpful. This is ridiculous that you have to put up with such sexism!

Column Editor’s Comments:

It seems unbelievable that sexism is alive and well on American campuses, but it is. Your experience, unfortunately, is not that unique. Unfortunately, those who are victims frequently become blamed for the problem in the department if we speak up. Thus, a word of caution. Make sure that you have strong support from female faculty on the campus and that they know what has transpired, before you do anything else. I guess I am saying that you have the right to tell him that you want him to quit making the "non-sexist" comments that are very sexist. But, don't try to go it alone. Just in case anything backfires, be sure that you have alerted others to the problem first. And, definitely document each occurrence.

The slurs on your scholastic ability are reminiscent of the “don’t bother your pretty head, little lady” approach to life. Obviously, this person could be problematic. Definitely discuss your concerns with your chair now. At the time you go up for tenure, you want documentation.
Greetings, everyone. I hope that you all had a restful and relaxing summer, as the fall is no doubt in full swing!

For my fourth installment of the GSC, I decided to profile the experiences of women who have succeeded as professionals in our field. I solicited comments from DWC members about their unique experiences as professional women, either as grad students, as faculty members (both tenured and non-tenured) or as practitioners. My goal in highlighting the experiences of members who have achieved success personally, academically, and professionally is to provide some "survival tips" for all of the women in graduate school (myself included) who hope to someday follow in their footsteps!

For their contribution to this column, I would like to extend my sincere thanks to: Mary Bosworth, Nancy Hogan, Roslyn Muraskin, and the members who asked to remain anonymous. Your help has made the success of this column possible, and I thank you for making this such an enjoyable experience for me.

I look forward to seeing all of you in a few weeks at ASC!

Regards,
Amanda

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QUESTION 1
What advice do you have for women in graduate school who are struggling to balance commitments to their work and family? Did you have children while you were working on your Ph.D.? Did your being a parent affect or change how (or when) you pursued your degree, and if so, how?

ANSWER 1
"[My experience attests to the] flexibility that academics affords faculty. I had only been at my institution one year as an assistant professor when I was blessed with the news that I was pregnant. I was originally due at the beginning of April, and knew that the birth would greatly hinder my responsibilities for the semester. I immediately sat down with both my department chair and the dean and suggested a rather unorthodox schedule that included mandatory Saturday classes in lieu of 3 weeks in April. They agreed without much hesitation and I taught my regular schedule plus a 9-hour Saturday class for each course. Projects were scheduled for one week and the final test was to be administered by a graduate assistant. Everything was moving along smoothly until the baby came during Spring Break 3 ½ weeks early, 2 weeks earlier than my schedule planned. I consider myself very lucky to have made friends with my colleagues as
two immediately volunteered to help (a.k.a. teach my class-no one volunteered to watch the screaming infant!) Despite a little chaos, the students loved doing something different, the faculty was supportive, and I was able to devote my attention to my preemie! There are very few fields that would allow such flexibility. It also teaches us to help our colleagues when we are able, as we never know when we will need them to help us. Enjoy your career choice, enjoy working with students, and enjoy working with your colleagues."

ANSWER 2
"I had my first (and currently, only) child while in my first year as an Assistant Professor. I am now an Associate Professor. Balancing parenthood and academic life is extremely challenging-lucky for you if you have a support network near you who can help (i.e., your parents, family members), but most of us don’t. My advice: prioritize and keep your work well-organized and hire help (with housework and childcare-even if you have to go in debt for a while to do this). If you are an Assistant Professor or a graduate student nearing completion of your degree, publishing is very important. Unfortunately, most universities do not give you leeway at hiring/promotion time because of familial responsibilities!! Many research universities require at least 10-12 peer reviewed articles (if you have nothing else going on such as grants) for promotion & tenure. Thus, it becomes important to focus your work hours on writing. I had to be a little 'selfish' and say no to many requests for independent studies, student advising, and other responsibilities and be very vigilant with my work time so that it was spent productively-on writing."

QUESTION 2
What suggestions can you give to female graduate students who are seeking to make connections with other scholars or to create a network of support within their department, university, or the field as a whole? How did you manage this task while in grad school? What role has the ASC or the DWC played in helping you to form supportive professional relationships?

ANSWER 1
"I am still trying to figure this out. While the DWC helps, there is still a problem in having a network of support when it comes to publishing. This can also feed into feeling as though you’re a 'gender scholar' only and so can only publish in women’s journals. Somehow all the boy journals need to let us in. I’m glad to see that Punishment and Society has been including women a little more regularly now that Richard Sparks has taken over the reins. Before him, it was at best one per issue, and she was usually co-author with someone else!"

ANSWER 2
"Attend professional meetings, network with individuals who have research interests similar to yours, and within your department, find a faculty member who is willing to work with you. I find that professors always welcome reliable help. Even if at first you may not get paid, working with a faculty member may lead to other future research/writing endeavors with the same faculty member, or with colleagues of this faculty member."

QUESTION 3
How has the role of women in the field of criminal justice changed since you first received your degree? What work is left to be done to advance the position of women (particularly women of color) in a field that historically has been occupied by white males?

ANSWER 1
"There are still fairly few women working theoretically in areas to do with prisons and punishment. I think that probably we need to organize more through journals. The DWC does a good job in the US, but anyone who is working internationally is a bit alone (unless the country is Canada where they seem to have things together). I think that there needs to be more room made in publishing areas to nurture and mentor women scholars."

QUESTION 4
Have you ever felt pigeon-holed by being the only member of your department who studies gender
issues? What would you say to female graduate students who wish to avoid being labeled "the" gender scholar in their department?

ANSWER 1
"I have felt pigeon-holed not so much by my department, since I have spent five years in a department with a number of feminist scholars, but within my field. I think that it is important to have contacts with other feminist scholars to avoid getting too frustrated with feeling labeled. Of course, the label wouldn't be a problem, except for the fact that clearly those who are not 'gender scholars' act often as if we are just a special interest group with no relevance for their field. I don't really know how to break out of that. I think we can only do what we can do - which is to try to do good work, insist that others are not doing good enough work unless gender is incorporated, and not mind too much when we're either left out of power structures or invited to participate out of tokenism. If we know we're right, then that does in, large part, often have to be enough."

ANSWER 2
"I suppose I have never felt pigeon-holed as a 'gender' researcher (though I don't see anything wrong in this). It seems, however, that one is defined by one's expertise in a specific area, or what one is doing research on. Thus, it seems that the best way to avoid being labeled a 'gender researcher' is to also do research on issues that do not necessarily focus on gender. You have to be careful, however, on not looking too scattered. So, find one or two issues you're interested in (that may be marginal to gender issues), and build expertise in these issues on top of your expertise in gender."

QUESTION 6
Was there a particular event in your career that made you especially proud to study women's issues, or to be a professional woman? When did you first feel like you understood the relevance of your work to the advancement's of women's rights?

ANSWER 1
"My greatest personal satisfaction was the achievement of receiving my Ph.D. degree while working as Assistant, and then Associate Dean of my School (I did this for about 10 years). In essence I 'had made it,' and now I needed the proper credentials. I accomplished my Ph.D. with three kids and a husband home, and working full-time. It was a feeling of tremendous personal accomplishment which I look back upon and say to myself, 'How did I do it?' But I am glad that I did.

Now as a Full Tenured Professor, having left the Dean job, but now as Director of the Long Island Women's Institute for the College of Management, and as Executive Director of the Alumni Chapter also for the College of Management and with about 10 books plus under my 'belt' and as Editor for the Women's Series for Prentice Hall and Editor of THE JUSTICE PROFESSIONAL, I find myself busy but extremely happy about all that I have accomplished. I am receiving an award for Outstanding Educator by the Women of Substance Organization, an organization dedicated to women involved with domestic violence.

This is all part of the fun and enjoyment of being an academic as well as accomplishing all that you want, while enjoying it as well.

Work hard, enjoy it, and you will reap lots of benefits from the long tedious hours of being a Ph.D. student."

ANSWER 2
"When I was an undergrad doing a history honors thesis on a recently closed female juvenile detention center in Australia and I saw that they 'treated' the young Aboriginal women by playing board games with them that would teach them how to shop in a supermarket, do their hair and find a man.

I feel proud to be working on women's issues, and just to be a woman in general, whenever I bond with young women students, or get the boys talking about gender. I found at my previous job that I was often called upon to be a support for young women who had suffered sexual violence in their lives and not told anyone.

That is when you know you're doing something important, since it is so important for people to be able to
speak about what happened to them in a supportive environment."

ANSWER 3
"I especially appreciate being an Asian woman academic when I travel to other countries—especially in places where there are very few women professionals. I hope my being a woman professional in a field historically dominated by men will inspire women in these countries to achieve more than what their culture may dictate they can."
Looking at Retirement

Here's an interesting question that one of our members wanted to see addressed in the DWC Newsletter. Thanks to Natalie Sokoloff, William Blount, Roz Muraskin and Barbara Raffel Price for their contributions!

If you have insights or comments you would like to add, please send them to Susan Sharp (sssharp@ou.edu) for the next issue of DivisioNews.

So many of us are facing retirement in the next 5 years I was wondering if people could send in comments on how they (or others they know about) are looking to use their skills in retirement.

Susan Sharp

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Responses:

I'd love to read the responses - this is a tough question - one I am presently wrestling with. Well I guess retirement is something to be contended with, but not yet --- they may find me at my desk passed out (only kidding). I am hoping to continue writing and speaking out on issues in the community on criminal justice issues. I hope also to be able to be a mentor to future Ph.D.'s and academics, as well as to perhaps be a consultant on issues that deal with women and justice.

http://www.criminology.fsu.edu/dwc/newsletter/fa02/retirement_fa02.html
My mentor who is now 93 years young, has cut down writing to only 3-4 books and articles a year. I hope that my mind stays clear and that I am able to continue to read and write. My grandfather studied into his 90s, learning something new each day, and going to the library. He was not one for cards, or shuffle board, or other games. I guess he is my model and I hope to be able to physically continue doing as I am now.

It's a great time to write that book you haven't had time to even think about while working. Ditto articles. Communities are always in need of volunteers and ones with specific knowledge and experience are especially needed. You can apply your criminological experiences to a wide array of criminal justice agencies in your community. Once you become known in the local criminal justice scene, you may be asked to serve on governing boards or on blue ribbon panels when communities tackle difficult or controversial local issues (e.g. to build a new jail or rent space in a neighboring county). Writing letters to the editor of your local paper is another way to get 'expert' opinions out there in the community by weighing in on issues. And you can register with a national service that connects lawyers with experts in various fields - this can lead to writing opinions or to testifying in court as an expert witness (for a fee).
Ask a Tenured Professor
Grad Student Corner
Looking at Retirement
Profiles

Member Profiles

A huge "thank you" to Mary Bosworth, Libby Deschenes, and Hoan Bui for their time and effort in responding to my inquiries. In upcoming issues, I'd like to continue offering a blend of profiles that represent the diversity of identities, roles, experiences, and statuses of members within the DWC. If you would like to contribute to an upcoming issue, don't be shy! Simply email me angie.moe@wmich.edu. Hope to see you all in Chicago!!!

-Angie

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Mary Bosworth
Assistant Professor of Sociology, Wesleyan University

1) Why/how did you get into this field and why do you stay in it? (i.e., what drives you?)

I first became interested in prisons when I was a history undergraduate at the University of Western Australia. One of my professors -- Charlie Fox -- taught a class called 'crime and punishment' where we read Foucault and discussed the convict past of Australia. Then, when I was an honors student, I wrote a thesis on a recently closed girl's juvenile detention center in Perth called Nyandi. Somehow I was given free access to look over the institution and its records, and when I found that the young women were 'treated' by a combination of 'time out' in padded rooms and board games that taught them how to shop, or do their hair, I was hooked. These days, while I often find working on prisons rather depressing, the unreal nature of how the state punishes people, and the confused expectations that society, the prisoners and the system each have about what imprisonment will achieve, keeps me involved. There is just such a fundamental level at which the system of punishment doesn't make sense that keeps me going. That, and of course, the injustice of it all.

2) How do you define yourself as a scholar/activist/educator?

I definitely define myself as a feminist criminologist. By that, I mean not only that I incorporate a study of gender (and increasingly race and sexuality) into everything I do, but also that my politics influence how I do research and how I teach. I am very influenced by discussions of feminist methodology, where you try to be egalitarian and become involved with the people you study. I try to put these same ideals to work in the class-room, since I think students learn more in an interactive, non-hierarchical set-up, and it is certainly more fun for me.

3) What are your current projects or interests?

Currently I have just started a new job at Wesleyan University, so one of my most important projects is
Like everyone else I was deeply affected by last year's attack on the World Trade Center. Living in New York at the time was very frightening and sad. Last year I also finally got my green card. In some ways, both events made the post-September 11 frenzy over terrorists, the passing of the so-called USA Patriot Act and the detention of so many Arabs and Arab-Americans resonate personally. As a result, I want to explore how certain identities and individuals become defined as threats and risks, and the role punishment plays in defining who these people are. At this stage, as is probably apparent it is just a bunch of ideas. But it's always nice to embark on a new project, and I see it as a return to the more theoretical work I did before on women in prison in England.

4) Do you have any kids, pets and/or significant partner?

I have two cats called D'Artagnan and Minou -- who are soooo pleased to have left New York. They are out there in the woods and garden every day now, instead of scratching up our furniture and leaving piles of hair everywhere in our one bedroom apartment. Weird, rural suburbia rocks in their view! I also have an art historian husband. Anyone know of any jobs for a French, seventeenth-century architecture specialist? (I thought not.)

5) How do you wind down after a stressful day?

All the usual favourites, beer, music, tv, cornchips. No exercise, yoga or meditation for me I'm afraid.

6) What is your most embarrassing moment (if willing to share)?

I can't think of a particularly embarrassing recent moment. There are always the occasional clanger in lectures -- like a few days ago when I had to explain what the Enlightenment was in about 20 words and I became completely inarticulate -- "the Enlightenment, like, was, you know, in the eighteenth century and, like.." I am blessed with an extremely poor memory, so even when bad things happen, I usually can't dwell on them for long, since I forget. Of course, the same quality makes precision in lectures a little difficult too, presumably leading to moments of embarrassment that I no longer recall.

7) What is one of your lifelong goals?

There are so many goals: to achieve a relaxed state of happiness and calm, while remaining engaged and productive (perhaps I should try yoga huh?). Also, to balance my Australian connection with living in the US. Being an immigrant, however privileged is harder than I had anticipated. Of course, most importantly it would be great to contribute to a more sensible discussion about punishment and incarceration, and to be witness to a general shift in world politics back to the Left and away from scariness and stupidity. But that, my friends, seems a long way off at present.

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Libby Deschenes
Professor of Criminal Justice, California State University, Long Beach

1) Why/how did you get into this field and why do you stay in it? (i.e. what drives you?)

I was introduced to the field of sociology and to research by a professor at Colby College, Dr. Tom Morrione. I chose to study criminology because, as Durkheim suggested, crime will always exist. At the University of Pennsylvania Dr. Paul Tracy encouraged me to finish my Ph.D. and along with Drs. Marvin Wolfgang, Neil Weiner and Bob Figlio taught me about longitudinal cohort studies. My first position with Dr.
Jeff Fagan at URSA helped me to get into the field of evaluation research and my second position at UCLA with Dr. Doug Anglin introduced me to research in the field of drug addiction. The importance of social policy research was emphasized by colleagues at RAND, including Drs. Susan Turner, Joan Petersilia and Peter Greenwood. Now I stay in the field to conduct research and evaluations that provide knowledge for changing social policy and as a university professor I try to teach others how to do quality research.

2) How do you define yourself as a scholar/activist/educator?

Although I do not see myself as much of an activist, I guess my work and occupation define me as a scholar and a teacher.

3) What are your current projects or interests?

For the past decade I have focused my research on evaluations of drug courts and I continue to be interested in this field. My dissertation and some of my other studies have examined correlates of juvenile violence and gang membership. Although it has been difficult to obtain funding for longitudinal research, I have had the good fortune to be involved in several projects with colleagues, such as Dr. Finn Esbensen, who conducted the evaluation of G.R.E.A.T. In addition, teaming up with Drs. Barbara Bloom, Barbara Owen, and Jill Rosenbaum, to study social policy towards girls and young women, has expanded my areas of interest. Most recently I was appointed the Editor of Crime and Delinquency, which will be a very challenging and interesting project.

4) Do you have any kids, pets and/or significant partner?

My husband, Ray, works in the design and construction of shopping malls. We have two cats who have been with us as long as we have been married (16 years).

5) How do you wind down after a stressful day?

Since I get home late after night classes, in the evenings I tend to watch television (Law & Order, ER, CSI, Crossing Jordan), but in the mornings I get up and go for a swim workout with Irvine Novaquatics or go trail running in a local park.

6) What is your favorite word? Least favorite?

"Persistence" is probably the word that I use most often these days when talking to graduate students. My least favorite words are "should" and "evil-doer".

7) What is your most embarrassing moment (if willing to share)?

Attempting to sing karaoke, but not being able to hear the music so I was out of tune.

8) What is one of your lifelong goals?

My goals have changed over time as the priorities in my life have shifted from education to family, health, teaching, and so forth. Thus, I have had mostly short term rather than lifelong goals. Many of these goals, such as completing my Ph.D., participating in sprint triathlons, running a half marathon, and obtaining tenure, I have fulfilled.

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Hoan Bui
Assistant Professor of Sociology, University of Tennessee

1) Why/how did you get into this field and why do you stay in it? (i.e., what drives you?)

I was born in Vietnam, and Saigon was the place where I grew up and witnessed numerous social and
political upheavals, including the defeat of South Vietnam, that had a great impact on my life. I have been interested in social justice, especially gender justice, since I was in high school. Before 1975, I studied law and pursued an academic career in legal studies, a very ambitious career goal for women in Vietnam at that time. My studies were interrupted and my career dream died when the communists took over South Vietnam in 1975 and eliminated all legal studies programs. I arrived in the U.S. in 1989, and soon became attracted by the exceptional educational opportunities in the U.S. Because I had some background in legal studies, I decided to study criminology and criminal justice. My own experience of a minority immigrant and my studies, especially my training at Michigan State University, have strengthened my understanding and reinforced my interests in social justice as it is related to race, class, and gender.

As I made progress in my studies, my hope of realizing my dream of an academic career wavered because I was fully aware of age, race/ethnicity, and gender discrimination in American society. However, my love for research and social justice kept my dream alive and helped me to move on. As a rookie in the academic field, I have not experienced very much of the "heat" of the profession. However, I do feel concerned about a lack of understanding on gender issues not only among students but also among a large proportion of faculty. This is one of the reasons that makes me stay and work to improve knowledge about gender through research and teaching.

2) How do you define yourself as a scholar/activist/educator?

I consider myself as having three related roles: scholar, educator, and activist. I believe in a two-way interaction between research and teaching, between theory and practice and between scholarship and public policies. I think that teaching is a way to disseminate knowledge discovered by research. I believe also that academicians should get out of the ivory tower and bring knowledge they have discovered to improve social life. In the areas of gender, class, and race studies, my research and teaching are aimed at improving understandings and promoting gender, race, and class equality. My activism is in that sense.

3) What are your current projects or interests?

My areas of teaching and research interests include the sociology of law, crime and juvenile delinquency; relationships between gender, class, race, and social justice; immigrants and criminal justice. Currently, I participate in two research projects housed at Michigan State University as co-investigator (Merry Morash is the Principal Investigator in both projects). The first project, funded by the National Science Foundation, is studying intimate violence among Vietnamese immigrant women in the US (Boston area). The second project, funded by the Bureau of Justice Statistics, is exploring crime victimizations among Asian Americans. I'm also conducting an exploratory study on delinquency among immigrants, using the seed money provided by my institution (University of Tennessee, Knoxville).

4) Do you have any kids, pets and/or significant partner?

No kids, no pets, and no significant partner. My close friend has a small flower garden in my backyard where I spend a little time to see plants and flowers greeting a new day in the morning. My garden is also a place where I relax myself, letting flowers and plants caress my soul after a rough day of work.

5) How do you wind down after a stressful day?

See #4.

6) What is your favorite word? Least favorite?

My favorite word = peace; my least favorite word = war

7) What is your most embarrassing moment (if willing to share)?

Cannot remember. Or, probably I am a kind of person who doesn't have an ethical standard to feel embarrassed (?) - just kidding.
8) What is one of your lifelong goals?

Lifelong goals? I don't know if I have other goals than staying in the academic field, work hard on teaching and seeking funding for research, especially research on gender issues, and contribute new scholarship to the literature of social justice.
Networking Survey

Susan Caringella-MacDonald and Donna Hale are collecting information on networking for our workshop at the Chicago conference. Please take a few minutes to share your experiences and views.

When completed, please send your via email to either: Susan Caringella-MacDonald at Susan.Caringella@Wmich.edu or to Donna Hale at Asherhale@aol.com.

They will report findings at our networking workshop at the ASC conference. Thanks!

Networking Survey (Word Document)

If you are having trouble downloading, please right mouse click on the link and then left mouse click Save Target As for Internet Explorer or Save Link As for Netscape.
Division on Women and Crime (DWC) ASC Annual Meeting Activities

We look forward to seeing everyone at these activities. Please stop by and see us at the DWC Table too!

1. DWC Feminist Criminology in Theory and Action Workshop
   Date: Tuesday, November 12, 2002
   Time: 4:00 - 6:00 p.m.
   Place: LaSalle2

2. DWC/DPCC Social
   Date: Wednesday, November 13, 2002
   Time: 7:30 - 11:00 p.m.
   Place: Empire Room

3. DWC Breakfast Business Meeting 1
   Date: Thursday, November 14, 2002
   Time: 7:30 - 9:30 a.m.
   Place: Parlor A

4. DWC Breakfast Business Meeting 2
   Date: Friday, November 15, 2002
   Time: 7:30 - 9:30 a.m.
   Place: Parlor A

5. Joint DPCC/DWC/DCC Business Meeting
   Date: Friday, November 15, 2002
   Time: 3:30 - 5:30 p.m.
   Place: Parlor A

6. Minority Fellowship Dance
   Date: Friday, November 15, 2002
   Time: 8:30 p.m. - 1:00 a.m.
   Place: Grand Ballroom